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ABSTRACT

The syllabus presents information on teaching handicapped students in mainstreamed vocational education programs. A brief introduction reviews course organization, written assignments, and 10 course objectives. The syllabus covers the following topics and includes assignments, references, and guide questions: identification and characteristics of disadvantaged and of handicapped students, comparison of disadvantaged and handicapped individuals, federal and state legislation regarding special vocational needs, program development for special vocational needs, development of writing program goals and organization and planning skills, parents and administrative function in special vocational needs programs, and assessment techniques. Sample course evaluation instruments are appended. (CL)

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# Special Methods For Teaching Vocational Skills To The Handicapped

## A Course Syllabus

By

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October 4, 1984

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I. Course Organization

The contents of the course is organized into twelve major topics or divisions which are combined in this syllabus. Each topic includes a specific assignment, a list of references, and a group of guide questions. The assignments will specify precisely what is expected of the student with regards to the readings, written reports, demonstrations, and proparations for tests. The guide questions are intended to give directions to your readings. They are to be answered during your study time and are not to be turned in for evaluation. Classroom discussion has been incorporated as an essential teaching tool for the course.

II. Written Assignments

Papers and other written reports required for the course should be prepared in a careful and scholarly manner. The maximum length of each paper is to be specified in terms of double-spaced typed material.

Each report should have a title page which provides the following informatic

YOUR NAME
COURSE NUMBER AND TITLE
TITLE OF YOUR PAPER
DATE

The papers are to be stapled in the upper left-hand corner and <u>are not to be folded</u>. Written reports (Modules) are due during the first class session immediately following the completion of the topic in which the assignment was made.

III. Student Evaluation

The final grade for each student will be determined by his:

1. Performance on all tests and examinations
2. Written reports evaluated by the instructor
3. Class participation
4. Teaching - Lesson presentation evaluated by the instructor

Examination Schedules and Amount

1. There will be two major examinations, mid-term and final.
2. There will be four test (quizzes). They have been announced in the appropriate assignments.

3. There will be eleven (11) written assignments, each is weighted six (6) points.
4. There will be one teaching presentation required of each student. This is weighted thirty-four (34) points.

(Maximum total combined for # 3 and 4 = 100 points).

SCHEDULE OF EVALUATIONS

| Topic | # of Graded Assignments | Test # |
|---|---|---|
| I | 0 | 0 |
| II-IV | 1 | 1 |
| V-VIII | 3 | 2 |
| IX-XI | 3 | 3 |
| XII | 4 | 4 |

IV. Course Objectives

The topic of mainstreaming handicapped individuals into "regular" education programs is extremely popular and of major concern. Equally important, is the concern of how to teach handicapped individuals who are mainstreamed into Vocational Education programs.

It is the intent of the course to inform its participants of methods of teaching vocational skills to the handicapped and to serve as a guide for setting up a personalized course of study in Vocational Education.

Through participation and upon completion of the course, the student will:

1. Identify handicapped individuals by characterisitic(s) described by the textbook and the instructor with 90% accuracy.
2. Demonstrate effective teaching strategies of the handicapped in a hypothetical vocational setting (within the classroom) with 80% accuracy.
3. Construct lesson plans for the handicapped in a vocational education program after being given instructions on preparing individualized plans. This objective is to be completed with the proficiency specified by the instructor.
4. Submit written assignments pertaining to vocational education, with the proficiency specified by the instructor.
5. Write program goals and objectives after being given practice and information on writing goals and objectives with the proficiency specified by the instructor.

6. Write ten (10) performance objectives, utilizing the three domains discussed in Bloom's Taxonomy of Behavioral Objectives with 90% accuracy.

7. Identify five (5) agencies or centers related to serving special vocational needs program with 95% accuracy.

8. Write two (2) hypothetical Individualized Educational Plans (IEP) with the proficiency specified by the instructor.

9. Assist administrators, vocational and non-vocational educators in adapting existing Vocational programs to facilitate and accomodate (where possible) the handicapped, with the proficiency specified by the instructor.

10. Develop a vocational education course of study designed to teach vocational skills to the handicapped. This objective is to be completed with the proficiency specified by the instructor.

COURSE OUTLINE

I. Introduction

II. Identification and Characteristics of Disadvantaged Students

III. Identification and Characteristics of the Handicapped

IV. Comparison/Similarities of the Disadvantaged and Handicapped Individuals

V. Federal and State Legislations Relative to Special Vocational Needs

VI. Program Development for Special Vocational Needs

VII. Writing Programs Goal and Objectives

VIII. Writing Performance Objectives

IX. Curriculum Modification

X. Organizing and Planning Skills

XI. Parents and Administrative Function in Special Vocational Needs Program

XII. Assessment Techniques

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

TOPIC I - Introduction

Assignment:

1. Read the references listed below.
2. Be prepared to discuss the guide questions and phrases and any others pertaining to the topic of the course.

References:

1. Tindall, Lloyd et.al.; Puzzled About Educating Special Needs Students.
2. Meers, Gary D. et.al.; Handbook of Special Vocational Needs Education, pp. 2-22.
3. Dahl, Peter R. et.al.; Mainstreaming Guidebook for Vocational Educators, pp. 9-11, 17-58.
4. Weisgber, Robert A. Training the Handicapped for Productive Employment, pp. 3-21.

Guide Questions:

1. Define "special education." (Ref. #2, pp. 18-19)
2. Define "Vocational Education" (Ref. #2, pp. 20-21)
3. Define "special vocational needs" (Ref. #2, pp. 356-357)
4. Define "mainstreaming" (Ref. #3, pp. 7-8)
5. What does mainstreaming mean for vocational staff? (Ref. #3 pp. 9-11)
6. What are some of the attitudes displayed by the following towards the handicapped: (Ref. #3, pp. 17-58)
   a. Vocational/regular teachers, b. school administrators/other staff, c. parents attitudes.

TOPIC II & III - Identification and Characteristics of the Disadvantaged and the Handicapped

Assignment:

1. Read references below.
2. Be prepared to discuss guide questions.

Assignment continued:

3. Be prepared for a test covering topics I-V, during the next class session.

References:

1. Tindall, Lloyd et.al., Puzzled About Educating Special Needs Students

2. Dahl, Peter et.al., Mainstreaming Guidebook for Vocational Educators

3. Meers, Gary D., Handbook of Special Vocational Needs Education

4. Weisgerber, Robert A. et.al., Training the Handicapped for Productive Employment

GUIDE QUESTIONS:

1. How is academically disadvantaged defined according to Meers? (Ref. #3)

2. How is handicapped defined according to Meers? (Ref. #3)

3. What are the categories of handicapped? (Ref. #1 & 3)

4. Briefly define the categories as explained by Tindall (Ref. #1)

5. According to Weisgerber, approximately how many school age handicapped children are being served? (Ref. #4)

6. What does vocational education have to offer them? (Ref. #2, pp. 6-7).

TOPIC IV - Similarities/Differences of the Disadvantaged and Handicapped Individuals

Assignments:

1. Read the references listed below.

2. In a paper not exceeding three pages, explain the similarities and the differences that exist among the handicapped and the disadvantaged individual (To be turned in at the beginning of next class session).

3. Be prepared to discuss the guide questions and the paper submitted in assignment #2.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education, Chapters 1 & 3.

2. Buie, Mary S. Teaching Academically Disadvantaged Students in Vocational Education Courses, pp. 3-13.

GUIDE QUESTIONS:

1. What are some of the demographic characteristics of academically disadvantaged students? (Ref. #2, pp. 7-8).

2. What are some of the personal characteristics of academically disadvantaged students? (Ref. #2, pp. 7-8)

3. Define economically disadvantaged according to Meers. (Ref. #1, pp. 2-3)

4. Explain the relevancy of the apprenticeship system of the early settlers, to the handicapped/disadvantaged students. (Ref. #1, pp. 6-13)

TOPIC V - Federal and State Legislation Relative to Special Vocational Needs

Assignments:

1. Read the references listed below.

2. Be prepared to discuss the guide questions and any other questions and any other questions pertaining to the topic that might be asked in class.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education, Chapter 2.

GUIDE QUESTIONS:

1. What was the Smith-Hughes Act of 1917-18?
2. How was this Act (Smith-Hughes) relevent to vocational education?
3. What was another name for the Vocational Rehabilitation Act of 1920? What were the primary purposes of this ACT?

GUIDE QUESTIONS - continued:

4. What was the Bardeon-LaFollette Act of 1943 (PL113) and why was this Act important to the disabled?

5. What was the Vocational Rehabilitation Amendments?

6. Who was responsible for signing it into legislation and when was it officially adopted?

7. What was so significant about the adoption of the Vocational Education Act of 1963 (PL 88-210) in regards to the disadvantaged and the handicapped individuals?

8. What was the purpose of the Vocational Education Amendment of 1968?

9. What was the purpose of the Rehabilitation Act of 1973 (PL93-112) and why is (why isn't) it so important to the handicapped?

10. What was the purpose of the Education for ALL Handicapped Childred Act of 1975 (PL94-142)?

11. What was the purpose of Vocational Education Amendments of 1976 (PL 94-482)? Who was responsible for signing it into legislation?

TOPIC VI - Program Development for Special Vocational Needs Education

Assignments:

1. Read the references below.

2. Be prepared to discuss the guide questions and any other information pertaining to the topic.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education.

2. Wehman, Paul et.al., Vocational Curriculum for Developmentally Disabled Persons.

GUIDE QUESTIONS:

1. According to Meers, what is program development?

2. Who is involved in program development?

3. What is the process of curriculum development?

GUIDE QUESTIONS - continued:

4. What is the appropriate content for program development?

5. How can effective competencies be included in program development?

6. Explain how teaching-learning activities should be planned?

7. How is evaluation used in program development?

TOPIC VII - Writing Program Goals and Objectives

Assignment:

1. Read the references below.

2. Be prepared to discuss guide questions and other information pertaining to the topic.

3. Read, complete and be prepared to turn in Module A-6, Develop Program Goals and Objectives, printed by the Center for Vocational Education, the Ohio State University, Columbus. (To be turned in at the beginning of the next class session).

Reference:

1. Hamilton, James B et.a., Module A-6 Develop Program Goals and Objectives.

2. Mager, R.F., Preparing Instructional Objectives

3. Meers, Gary D., Handbook of Special Vocational Needs Education, pp. 121-123.

GUIDE QUESTIONS:

1. What are program goals?

2. What are program Objectives?

3. Why is it important to set up program goals and objectives prior to developing a curriculum of studies?

4. Why is it particulary important to set program goals and objectives when developing a vocational curriculum for the handicapped/disadvantaged individuals?

5. Explain the three types of program goals and objectives described in Module A-6 (Ref. #1).

GUIDE QUESTIONS: (Continued)

6. Choose (select) a course of study in vocational education that you would like to teach (example: industrial arts, auto mechanics, home economics, drafting, etc.); write five (5) program goals and five (5) program objectives for the course, (Ref. #3, pp. 122-123, to be turned in at the next class session).

TOPIC VIII - Writing Performance Objectives

Assignment:

1. Read references listed below.
2. Be prepared to discuss guide questions and any other information pertaining to the topic.
3. Read, complete and be prepared to turn in Module B-2: Develop Student Performance Objectives, printed by The Center for Vocational Education (To be turned in next class session).
4. Be prepared to take a test covering topics VI-VIII during the next class session.

References:

1. Hamilton, James B. Module B-2, Develop Student Performance Objectives.
2. Bloom, Benjamin S., et.al., Taxonomy of Educational Objectives, Handbooks I & II.
3. Mager, R.F., Preparing Instructional Objectives.

GUIDE QUESTIONS:

1. What are performance objectives?
2. Why are performance objectives important to vocational teachers?
3. Why are performance objectives important for the vocational/handicapped program?
4. Explain the components of the performance objectives.

GUIDE QUESTIONS: (continued)

5. Explain the three domains of the performance objectives. Give two examples of each.

6. Write ten performance objectives. Bring them to class for discussion.

TOPIC IX - Curriculum Modification

Assignment:

1. Read References listed below.

2. Be prepared to discuss guide questions and any other information pertaining to the topic.

3. Be prepared to evaluate some instructional materials submitted by the instructor, using a checklist also provided by the instructor.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education, pp. 139-159.

2. Dahl, Peter, Mainstreaming Guidebook for Vocational Educators, pp. 139-157.

3. Haring, N., et.al., Teaching Special Children, pp. 90-100.

4. Buie, Mary S., et.al., Teaching Academically Disadvantaged Students in Vocational Education Courses, pp. 23-25.

GUIDE QUESTIONS:

1. How is curriculum defined according to Meers, (Ref. #1)?

2. Briefly explain the criteria for curriculum modification. (Ref. #2, pp. 139-140).

3. When does curriculum modification takes place in a program of study? (Ref. #1, pp. 141-142).

4. What are some of the components of a modified curriculum? (Ref. #2, pp. 139).

GUIDE QUESTIONS: (continued)

5. List and briefly explain the criteria for selecting instruction materials for the disadvantaged that could apply to the handicapped. (Ref. #2 pp. 24-25).

6. What are some of the things that are necessary for the instructor to know before setting up a vocational/handicapped curriculum. Briefly explain.

7. Read complete and be prepared to turn in Module B-5 Select Student Instructional Materials, printed by the Center for Vocational Education (To be turned in next class session).

TOPIC X - Organizing and Planning Skills

Assignments:

1. Read the references listed below.

2. Be prepared to discuss the guide questions and other information pertaining to the topic.

3. Read, complete and be prepared to turn in Module B-4 Develop a Lesson Plan. (To be turned in next class session).

4. Be prepared to demonstrate in class, the lesson plan selected and prepared.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education.

2. Buie, Mary S., Teaching Academically Disadvantaged Students in Vocational Education Courses, pp. 23-107

3. Wehman, Paul, et.al., Vocational Curriculum for Developmentally Disabled Persons, pp. 3-4.

4. Haring, N., et.al., Teaching Special Children, pp. 11-12.

GUIDE QUESTIONS:

1. Briefly explain some of the general ways for helping students become more organized. (Ref. #1, p. 153).

2. List the ways an instructor can most effectively organize a course (Ref. #1, p. 157).

3. Briefly explain the factors involved in acquiring generalized work skills (Ref. #3, pp. 3-4).

4. From the course previously selected, (Topic VII - Writing Program Goals and Objectives), write a one week lesson plan according to the directions from Module B-4. (To be turned in next class session)

5. What is "individualized instruction?" (Ref. #2, p. 69)

6. What are the laws of success when teaching the academically disadvantaged students that could be applied to successful teaching of the handicapped? (Ref. #2, pp. 33-35)

7. What are some of the things to consider when preparing individualized instruction? (Ref. #4, p. 132)

8. What is an IEP? (Ref. #1, p. 351)

9. What are the components of the IEP? (Ref. #1, pp. 132)

10. What are the three important factors to be considered when planning for teaching-learning activities (Ref. #1, p. 133)

11. Briefly explain the three teaching techniques identified by Haring (Ref. #4, pp. 7-8)

12. Briefly compare/contrast management verus operation approaches to administering individualized instruction. (Ref. #4, p. 74)

13. What is Systematic Planning? (Ref. #4, pp. 94-95)

14. What is included in a Systematic Plan? (Ref. #4, p. 95)

15. According to Haring, what are the steps in setting up an effective Teacher-Training program? (Ref. #4, pp. 380-382)

16. What is behavior modification? (Ref. #1, p. 344)

17. When is behavior modification most frequently used? (Ref. #1, pp. 130-131)

TOPIC XI - Parents and Administrative Function in Special Vocational Needs Programs

Assignments:

1. Read the references listed below.
2. Be prepared to discuss the guide questions and other information pertaining to the topic.
3. Read, complete and be prepared to turn in Module C-18: "Individualize Instruction."
4. Be prepared to take a test covering topics IX - XI.
5. Write long and short term goals for a lesson on an IEP form submitted by the instructor (to be turned in next class session)
6. Lesson demonstrations continued.

References:

1. Meers, Gary D. Handbook of Special Vocational Needs Education, pp. 269-304.

GUIDE QUESTIONS:

1. Explain the role of the parents in vocational education, pp. 270-271.
2. According to Meers, why are parent educational programs necessary? (pp. 271-272)
3. Why are parent-teacher conferences important? (p. 273)
4. Briefly explain why home visitations are important (p. 277)
5. What are some of the responsibilities of the Local Educational Agency in reference to the handicapped student in the vocational setting? (p. 284)
6. Briefly explain the responsibilities of the Special Needs Program Coordinators. (p. 284)
7. Briefly explain the responsibilities of the administrator of special needs programs. (p. 285)
8. Identify and briefly explain the functions of five (5) agencies at the state or local level directly responsible for the implementation of vocational programs for the handicapped.

TOPIC XII - Assessment Techniques

Assignments:

1. Read the references listed below.
2. Be prepared to discuss the guide questions and other information pertaining to the topic.
3. Read, complete and be prepared to turn in Module A-11: "Evaluate Your Vocational Program" and Module A-2: "Develop a Course of Study."
4. Be prepared to take a test covering topics XI-XII at the end of this class session.

References:

1. Tindall, Lloyd et.al., Puzzled About Educating Special Needs Students? (pp. 383-441)
2. Meers, Gary D., Handbook of Special Vocational Needs Education. (pp. 307-322)
3. Hamilton, James B. et.al., Modules A-2: Develop a Course of Study and Module A-11: Evaluate Your Vocational Program.

GUIDE QUESTIONS:

1. Define "evaluation." (Ref. #2, pp. 307)
2. How does Tindall define an informal assessment?
3. What are the two main approaches of an informal assessment? (Ref. #1, pp. 383-384)
4. Explain the general guidelines that a teacher should follow when using either of the two approaches of the informal assessment. (Ref. #1, pp. 384)
5. Explain the importance of the informal assessment and behavior observations. (Ref. #1, pp. 385-386)
6. Briefly explain the advantages and disadvantages of teacher-made test. (Ref. #1, pp. 393-394)
7. How does Tindall define the formal vocational assessment? (p. 417)
8. What is the purpose of a formal vocational assessment? (Ref. #1, pp. 417-418)

GUIDE QUESTIONS: (Continued)

9. Who conducts a formal vocational assessment? (Ref. #1, p. 418)

10. Explain the "Flow Chart of Assessment Process" developed by Tindall (p. 423) in laymen's terms.

11. What are the "six serving men" that Kipling makes reference to as the procedure for evaluating special vocational needs program? (Ref. #2, pp. 307-308)

12. Briefly explain how various authors defines each "serving men." (Ref. #2, pp. 310-311)

13. Explain the procedures of conducting a program evaluation. (Ref. #2, pp. 310-311)

14. Define and explain the purpose for each of the procedural elements discussed in question #12. (Ref. #2, pp. 310-321)

15. Explain the importance of:

    a. program evaluation
    b. student evaluation

METHODS OF TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

NAME:_____ DATE:_____

FINAL EVALUATION

1. Define "special education."

2. Define "vocational education."

3. Define "special vocational needs."

4. What is "Mainstreaming?"

5. Compare and contrast the academically disadvantaged to the handicapped individual.

6. List the categories and explain the characteristics of the handicapped.

7. Define the following:

   a. Smith-Hughes Act of 1917-18
   b. Barden-LaFollette Act of 1943
   c. Vocational Rehabilitation Amendments
   d. Vocational Education Act 1963
   e. Education for All Handicapped Children Act
   f. Vocational Education Amendments 1976

8. What is program development?

9. What is curriculum development?

10. What are program goals?

11. What are program objectives?

12. What are performance objectives?

13. What is curriculum modification?

14. What are the criteria for curriculum modification?

15. List and explain the criteria for selecting instructional materials for the handicapped/disadvantaged.

16. List some of the important factors that an instructor should know before setting up a Vocational/Handicapped Curriculum?

17. What is "individualized instruction?"

18. What is an "IEP" and what are its components?

19. List three important factors to be considered when planning for teaching learning objectives.

20. What is "systematic planning" and what is included in a "systematic plan?"

21. What is behavior modification and when is it most frequently used?

22. What are the responsibilities of the Local Education Agency in regards to the handicapped student in the vocational setting?

23. Explain the role of the parent in vocational/handicapped education.

24. What are some of the responsibilities of the administrator in the special vocational education program?

METHODS OF TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

PRE-POST EVALUATION

NAME_____ COURSE #_____ DATE_____

MULTIPLE CHOICE:

1. "Special Education" is
   a. regular education offered in the public schools.
   b. education that is offered in government centers only.
   c. a specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child.

2. "Vocational Education" is
   a. technical training that is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction) under public supervision and control or under contract with a state board or local education agency.
   b. an educational program designed to provide part-time employment for adults who need the earnings.
   c. education designed to teach student who have a serious handicap or are multihandicapped.

3. "Special Vocational Needs Programs" are:
   a. programs designed to work along with Vocational education programs in federally funded centers.
   b. programs designed to help with the overcrowded conditions in public schools.
   c. programs designed to provide the necessary instruction or support service to enable a specials needs student to succeed in a vocational or pre-vocational program.

4. Mainstreaming is the process of:
   a. placing non-handicapped children in a restrictive setting in order that they may learn how to cope with handicapping conditions.
   b. making vocational education administrators aware of current issues and trends in vocational education.
   c. placing handicapped children into the least restrictive educational setting which is appropriate to their needs.

5. In Florida, academically disadvantaged students are defined as those:
   a. who lack reading and writing skills, lack mathematical skills, and perform below grade level.
   b. who do not attend school regularly.
   c. who tend to take life easily, neglecting all responsibilities.

6. The Handicapped is defined as:

   a. individuals having a physical or mental impairment which substantially limits one or more major life activities, and because of those impairments need special education and related services.
   b. individuals confined to a wheelchair, who have mental impairments.
   c. individuals who are blind and cannot hear.

7. In special education, the symbols "LD" refers to:
   a. Lower Development
   b. Learning Disable
   c. Legally Disadvantaged

8. Students labled "emotionally disturbed" are student who has
   a. displayed bizarre or socially unacceptable behaviors similar to the behaviors exhibited by persons classified as emotionally disturbed.
   b. displayed gentle, passive behaviors.
   c. displayed disruptive classroom behaviors.

9. Mental Retardation is:
   a. significantly subaverage general intelligence functioning along with deficits in adaptive behavior and manifested during the developmental period.
   b. significantly above average intelligence functioning along with deficits in adaptive behavior and manifested during the developmental period.
   c. a disorder of the brain caused by the lack of proper pre-natal care.

10. Persons said to be visually impaired are:
   a. functionally blind or partially sighted
   b. totally blind
   c. legally blind

11. A functionally blind person:
   a. is a person whose vision in the better eye, even with aid of corrective lenses, is either absent or consists only of light perception.
   b. is a person whose vision does not function properly.
   c. is a person whose vision functions only when there is light (eg. daylight, lamp etc.)

12. A Legally blind person:
   a. is a person whose vision in the better eye, even with the help of corrective lenses, is no better than 20/200 or if their maximum visual field is less than 20 degrees.
   b. is a person whose vision in both eyes, with the aid of corrective lenses, is no better than 20/200.
   c. is a person whose vision in the better eye with the aid of corrective lenses, is better than 20/200.

13. Hearing Impairment is used to describe

a. degrees of hearing loses that individual experiences.
b. people that are deaf
c. people that hear sounds but ignore them

14. The Smith-Hughes Act of 1917
a. the first act providing aid to the handicapped
b. was the first act to give direct funds to education for training and upgrading of students in agriculture, home economics, trades and industries.
c. the first act to provide services to public schools.

15. The Vocational Rehabilitation Act of 1920 is also known as
a. the Sam-Flood Act
b. the Smith-Fess Act
c. the Simeon-Adler Act

16. The major purpose of the Rehabilitation Act of 1973 was
a. to provide services to veterans of foreign wars.
b. to provide services to disabled men unfit to serve in the armed forces.
c. to provide services to individuals with severe handicapping disabilities.

17. PL94-142 is another name for
a. Legal Education Act
b. The Education for All Handicapped Children Act of 1975
c. The Vocational Education Act of 1963

18. PL94-482 is another name for
a. the Vocational Education Amendments of 1976
b. the Educational Amendments of 1972
c. the Bardon-LaFollette Act

19. Program goals are
a. Statements describing the means by which something is to be accomplished.
b. statements of intent describing what is to be achieved in a program.
c. statements describing the potential of a total program.

20. Program objectives are
a. statements describing the means by which something is to be accomplished.
b. statements describing the potential of a total program.
c. statements of intent describing what is to be achieved in a program.

21. Individualize Instruction is the process of:
a. teaching a subject one to one, or in isolation.
b. teaching self directed instructions, with the student being responsible for his own instructions and evaluations.
c. teaching a lesson to a group of people.

22. The symbols "IEP" stands for
    a. Independent Educational Personnel
    b. Individual Education Personnel
    c. Individualized Educational Program

23. The LEA refers to:
    a. The Legal Education Association
    b. The Local Environmental Agency
    c. The Local Education Agency

24. An informal assessment is primarily conducted to:
    a. identify students with learning problems, diagnose students academic strengths, and needs.
    b. identify students with learning problems, diagnose student's social environment, and academic strengths.
    c. identify students who are potential Dean's List candidates and are about to graduate.

25. A formal assessment is primarily conducted to:
    a. help determine students assets and skill deficits.
    b. help determine student's social adaptation.
    c. help determine student's academic standings and abilities.

TEST #1
CHAPTERS I-V

NAME _____

DATE _____

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

I. DIRECTIONS: (30 pts.)
Write a short essay to define the following word (use the paper provided)

a. special education
b. vocational education
c. special vocational needs
d. mainstreaming
e. handicapped
f. disadvantaged

II. Identify five (5) categories of the handicapped and list their characteristics. (20 pts.)

III. Multiple Choice (40 pts.)

1. The Smith-Hughes Act of 1917-18
   a. provided assistance to special programs
   b. provided a fair share of funds for existing programs.
   c. provided the basis for the vocational education movement.

2. Another name for the Vocational Rehabilitation Act of 1920 is:
   a. Sam-Faith Act (PL236)
   b. Smith-Fess Act (PL236)
   c. Smith-Sears Act (PL236)

3. _____ was responsible for signing the Vocational Rehabilitation Amendment (PL90-99) into legislation.
   a. President John F. Kennedy
   b. President Richard M. Nixon
   c. President Lyndon B. Johnson

4. PL88-210 is another name for:
   a. Special Education Act of 1963
   b. Vocational Education Act of 1963
   c. Special Vocational Needs Act of 1963

5. The primary purpose of the Rehabilitation Act of 1973 was:
   a. To provide services to individuals with severe handicapping disabilities.
   b. To provide services to vocational educational administrators.
   c. To provide rehabilitation services to disabled veterans.

6. PL113 is another name for:
   a. Barnett-Foley Act of 1943
   b. Baron-Freeman Act of 1943
   c. Barden-LaFollette Act of 1943

7. The Education for All Handicapped Children Act of 1975 is another name for:
   a. PL94-142
   b. PL96-132
   c. PL94-124

8. The primary purpose of the Vocational Education Amendments of 1976 was:
   a. To provide additional funds for existing programs
   b. To provide additional funds for vocational schools
   c. To provide funds for special needs programs and services

IV. COMPLETION (10 pts.)

1. Program development is

2. Teaching-Learning activities should be planned

CHAPTERS IX - X

NAME _____

DATE _____

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

I. ESSAY (10 pts.)
Write a brief essay, describing how Meers define the following:

a. curriculum
b. curriculum modification
c. individualized instruction
d. IEP
e. behavior modification

II. List and briefly explain the criteria for selecting instructional materials for the handicapped. (10 pts.)

III. COMPLETION (10 pts.)

Complete the statement below by placing the correct word(s) in the blanks.

1. Teaching-learning activities must be _____with the state objectives.

2. Teaching-learning activities must be developed for the _____skills and _____that the _____possess.

3. The _____is legally required for all special education students.

4. _____is a continuous and integral part of the program and curriculum planning process.

TEST #2

CHAPTERS VI-VIII

NAME _____

DATE _____

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

I. ESSAY (10 pts.)

Write a brief essay describing how Meers define the following:

a. program development
b. curriculum development
c. content for program development

II. TRUE - FALSE (10 pts.)

Write "T" for the statements that are true and "O" for the statements that are false.

1. _____Program goals are statements describing "where you want to go."

2. _____Program objectives are statements describing "how you are going to get there."

3. _____It is important not to set program goals for a vocational program.

4. _____Performance objectives provide a basis for the evaluation of a student, the lesson and the vocational program.

5. _____Given a list of performance statements, you will check those that are action-oriented. Is this a complete performance objective?

6. _____Upon completion of this course you will be aware of the reasons for having clean copy in offset master production. Is this a performance objective?

MULTIPLE CHOICE (10 pts.)

Put a check by the complete performance objective from the three objectives listed below.

_____The student will learn the major parts of the internal conbustion engine.

_____Without aid of references, you will define all terms found in the four automobile manufactures' guides.

_____You will be given a list of terms and you will know all terms listed.

TEST IV NAME_____

CHAPTERS XI - XII DATE_____

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

I. ESSAY (10 pts)

Briefly explain the roles and responsibilities of the following regarding special needs programs:

a. parent's

b. administrator's

c. Local Educational Agency

II. Define the following terms: (10 pts. each)

a. evaluation

b. informal assessment

c. formal assessment

III. Explain Meers procedures for conducting a program evaluation. (40 pts.)

## MATERIALS LIST

AUDIO/LITERATURE

| | |
|---|---|
| Whatever It Takes (film strip series/special vocational needs) | 110.00 complete set |
| Better Than I Thought (filmstrip) | 200.00 |
| Tools, Equipment & Machinery Catalog | 33.00 |

The above materials maybe ordered by writing:

The Vocational Studies Center
University of Wisconsin - Madison
Publication Unit
265 Educational Sciences Building
1025 N. Johnson Street
Madison, WI 53706
Ph. # - (608) 263-4357

Cipher In The Snow (filmstrip)

Evaluation form for Reviewing Instructional Materials for Academically Disadvantaged Students. VIMAS, Tallahassee, Florida: Vocational Instructional Materials Acquisition System, Center for Studies in Vocational Education, Florida State University, 1981. (filmstrip)

The How and Why of CBI (Competency-Based Instruction) (filmstrip)

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